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NEWS, NOTES & QUOTES

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Dr. Paul R. Anderson, President; Richard Reidenbaugh, Secretary; Burt R. Ashman, Business Manager, Chatham College, Pittsburgh.

C. H. M. Vinnels, Accountant, McMaster University, Hamilton, Ontario.

Meeting of Executive Committee

James N. Ewart, President of the College and University Personnel Association presided at the midwinter meeting of the Executive Committee which was held during the Midwest Conference in Bloomington-Normal, Illinois on the campus of Illinois State Normal University on February 7 and 8.

(Mr. Preston N. Ensign, Business Manager at ISNU, and Chairman of the Midwest Conference this year, was instrumental in extending the invitation to hold the Conference at Normal. CUPA was the first national organization invited to hold a meeting at ISNU during its centennial year celebration. The accommodations of the new union building were

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MIDWEST REGIONAL CONFERENCE

The Midwest Regional Conference of the College and University Personnel Association was held on the campus of 100-year-old Illinois State Normal University in Normal, Illinois, with Mr. Preston Ensign, Business Manager of that university serving as Chairman. It was an outstanding conference in every respect. Folowing one of the luncheon meetings this group picture was taken.

Seated in the front row, left to right: Irene Lattoff (Northwestern), Mrs. Alice F. Dalbey (Northwestern), Marion Darr (Purdue), Mrs. Godzicki, Mrs. Janet Kerridge (U. of Chicago), Mrs. Gertrude Meiers (U. of Illinois), Mrs. Marie Henderson (ISNU), Mrs. Charlotte Mathis (Indiana U.), Margaret Olivet (U. of Illinois), Mrs. Jeanne Pogue (Western Illinois State College), Kathryn Hansen (Univ. C.S. System of Ill.), Clara C. Engle (Graceland College), Hilda Schmaltz (Concordia Teachers College), Anita Sandle (U. of Chicago).

Second row, left to right: A. J. Johnson (Denison U.), C. R. Kjellstrom (Principia), Z. Harold Dorland (Northern Illinois State College), Richard C. Debus (U. of Omaha), R. J. Godzicki (Ill. Inst. of Technology), Harlan E. Cain (Monmouth College), Gerald Green (Eastern Illinois State College), Donald E. Dickason (U. of Illinois), Floyd E. Mussard (Ohio Wesleyan), J. N. Ewart (Cal. Inst. of Technology — our national president), Max Sappenfield (Southern Illinois University), Raymond R. Gregg (Eastern Illinois State College), Elmer Jagow (Knox College), T. J. Woloson (Wayne State University), Jack N. Ray (Indiana U.), Harold Burns (ISNU), Preston Ensign (ISNU).

Back row, left to right: Ansel Wallace (Ball State Teachers College), John Sealock (ISNU), Charles Andrews (Univ. C.S. System of Ill.), Ralph W. Ivens (Univ. C.S. System of Ill.), Harry Brewer (Greenville College), Arlyn Marks (State Univ. of Iowa), Fred Bjorling (U. of Chicago), Robert O. Watson (Univ. C.S. System of Ill.), William G. Schendt (Marquette University), R. S. Brigham (University of Wisconsin), Paul A Hartley (Univ. of Miami), Leonard D. Harper (U. of Illinois), Leroy J. Votava (U. of Illinois), George F. McGregor (U. of Illinois), Clarendon Smith (MacMurray College), Paul Rasmussen (Southern Illinois University), John D. Gantz (Purdue), J. M. Grigsby (Western Illinois State College), A. G. Haussler (Bradley University), Don Sproull (Indiana U.).

Personnel Training In Colleges

VINCENT GILLEN

"The writer, admittedly writing from brief experience in college problems, and writing in the vein of a devil's advocate, had an interesting experience with this very problem. For what it is worth, he offers it to CUPA members."

The recent survey of CUPA members indicated that many believe that their college or university could use some "supervisory training". That immediately raised some interesting thoughts in the writer's mind. When, shortly thereafter, the request came to write an article for the *Journal*, it found the writer with tongue in cheek, the thoughts still in mind, and his fingers at the typewriter keyboard.

Some of the thoughts are: Who is going to train whom? Are you going to train the faculty administrators, i.e., division or department heads? Are you going to train the administrators on the business side of the learned institutions? No matter whom you wish to train, how are you going to get them to willingly accept the training? Are you going to openly call it "training"? After all, the faculty administrators are well sprinkled with Ph.D.'s and the business administrators generally carry one or more set of academic letters after their names. They may consider themselves well trained.

As one who has had some exposure to the problems of training in industry, and who has had very brief experience in college administration, it seems to the writer, then, that there are aspects of the problems which it would not be politic for some current CUPA members to actively raise. No matter how objectively a personnel executive looks at a problem — and he is supposed to consider many of them very objectively — it is a little too much to expect others to give him credit for the same degree of detachment. So let an ex-CUPA member speak.

Vincent Gillen is Associate Professor of Management at Hofstra College, Hempstead New York. A member of the New York Bar, he has had an interesting and varied business career of over 30 years before, in September of 1954, accepting the dual appointment of Associate Professor and Director of Nonacademic Personnel at Hofstra College.

The long work experience included three years with the FBI, Employment Manager of the Otis Elevator Company, Personnel Director of the Liggett-Rexall Drug Company, and of the Reeves Instrument Corporation.

He is past president of the Long Island Personnel Directors Association, past vice president of the American Society of Personnel Administration, and an active member of the New York Personnel Management Association. He was a member of CUPA until last September, when he resigned his personnel functions at Hofstra and accepted a full-time teaching appointment, offering courses in management, personnel, and industrial relations.

Professor Gillen is a labor and personnel consultant to several firms and has often conducted training courses for supervisors in industry.

Let us confine our considerations here to the administrative posts on the faculty side of the college or university. There are a few clerks and secretaries to be supervised, but most of the supervisory duties are concerned with the faculty members of the department or division.

We wish, say the CUPA members, to train that executive. Before proceeding further, let us refer to competent authority as to just what the scope of the problem is when it comes to training. We refer to authorities in the field of "Management", confident in the belief that no one will argue with the premise that the successful supervision of a faculty department or division, is successful management. In "Principles of Management" by Koontz and O'Donnell, a text used in many colleges, we find the following on page 365 (emphasis not supplied): "One point of vital importance to the scope of a training program is the necessity for training at ALL levels in the organization structure. . . . In terms of gross numbers, front-line training is unquestionably important. But the neglect of training for superior managerial positions is a particularly serious deficiency, whether explained in terms of ignorance, carelessness, an unconscionable egotism, or a belief that candidates for high positions just happen."

Consider who are made faculty department and division heads. It is the writer's opinion, based on a very limited observation, in a few colleges and universities, that the promotion is usually given to a competent and experienced professor, a man who has acquired his Ph.D. in his field, and has other scholarly attainments. By and large, he is a man who has spent most of his adult life studying his subject and then teaching or telling others what the subject is and doing his best to make the students learn the subject. That has been the job for which he was trained, and he has been successful at it.

Basically, that is a completely autocratic training. (Do I hear dissents?) Then this man, with absolutely no training in the skills of how to supervise a group of his fellowmen, is made an administrative head. Now his teaching ability becomes secondary. His thoughts heretofore have been of ideas, broad concepts, abstractions or of things. All his life has been spent in scholarly pursuits, and properly so. But now he must supervise people.

His only skill in supervising has been acquired as an incident to his life work. The amount acquired has been very dependent upon his skill in observing an activity foreign to his immediate interest. (Meanwhile, all those years, he was telling his students that they must be interested in a subject to really learn much about it!) Would management in industry throw a man, completely untrained, into a supervisory position? Yes, it is done, but usually he is sent to a training session, either given in the company, or at a local college, to acquire the supervisory skills everyone admits he needs. But they — industry — would never do it, if they followed the precepts taught in every school, division or department of management in every college and university in the country. But what do the colleges do themselves!

So now he is an administrator, with all the authority and perquisites of office. The CUPA members say he needs some training in

supervisory techniques. There is no doubt about that — but does he know it? How do we get him to want the training? Based on the writer's experience, when properly presented, the neophyte executive readily agrees. Who, then, is going to give the training?

The writer, admittedly writing from brief experience in college problems, and writing in the vein of a devil's advocate, had an interesting experience with this very problem. For what it is worth, he offers it to CUPA members.

Fortunately there was ready acceptance on the part of the various faculty administrators, that they would benefit from some supervisory training. But the writer, smugly wise in his years of personnel experience, thought he had a bright idea. HE was not going "to bell the cat", partly because of the difficulty of the assignment, but largely because of his then dual capacity of half-administrator and half-faculty. So he suggested to the official of a local company with an experienced training director, that it would be a wonderful public relations gesture if their man trained the college administrators. The official said it was a fine idea and referred the writer to the experienced training man, a college graduate. He was less than enthusiastic, but promised to develop the ideas submitted and come back in two weeks with a detailed outline. That was over a year ago. He never showed up again! The writer finally concluded that the man with the A.B. was not going to conduct a seminar for a group of Ph.D.'s if he could help it!

The writer enjoyed his brief experience in college personnel work and the meetings with his colleagues at Cornell last August. In talking with many at that conference, he received the impression that there is a vast difference between the policies of good management and personnel administration which he teaches (and as they are taught at many colleges) and the management and personnel practices in effect in many of the colleges in the country.

Therefore, when the results of this survey came out, he felt that he might add a little spark to the CUPA fire by contributing the thoughts above. This is done in much the same manner as the boy who throws a spark into a pile of dry leaves and then walks away. It is your problem, CUPA members, and the writer will watch your comments — and progress — with a considerable degree of interest and great academic detachment!

A Guide For Organizing A Supervisory Training Program

PAUL J. JENKINS

The author of this article throws light on the unknowns which face college personnel directors in initiating a supervisory training program and encourages them to get into this activity.

During the past fifteen years enough books have been published on the subject of supervisory training to fill a modest amount of footage on book shelves. These books are authored by experts in many fields and contain a vast amount of information which is vital in the training of supervisors. A disturbing fact to many of us is that this information within the ivy-covered walls of our colleges has not permeated beyond the library shelves.

The lack of supervisory training in the institutions of higher learning possibly has resulted from a lack of appreciation of the advantages of such training. Normal questions from those who must approve these training programs are: "What are the benefits?" and "How can we afford it?".

Some of the benefits we have identified at the University of Virginia will lead us to wonder how we can afford not to have such a training program, which

1. Helps the Personnel Director to become better acquainted with the supervisors and vice versa. If the Personnel Director is active in the supervisory training program he will have the opportunity to establish a relationship with many supervisors to an extent which is otherwise almost impossible in any large institution.

2. Acquaints supervisors with functions and problems of other departments. It is amazing how little the average supervisor knows about departments other than his own and how much misunderstanding results from a lack of an understanding of the reasons other departments have to do things in a certain way. Supervisors also become acquainted with each other as individuals, which can result in interdepartmental contacts with a personal touch.

3. Provides an excellent vehicle of communications. Many supervisory training subjects involve policies of the administration such as merit rating and discipline. Policies can be effectively presented in a training atmosphere and should result in improved uniformity in implementing the policies.

4. Reveals weak links in supervision. An observant discussion leader will, during a period of several weeks, have a good idea which supervisors need additional concentrated training and which

Mr. Jenkins is Personnel Officer for the University of Virginia.

need to be observed closely in their departments to determine if they should be retained as supervisors. General discussions reveal undesirable practices and procedures in certain departments. Gripes and complaints during the sessions indicate where special attention is needed.

5. Produces improved procedures. A by-product of discussions on a supervisory subject is improved procedures. It is not infrequent that a problem being discussed will relate to an interdepartmental procedure which can be simplified or eliminated when alert supervisors observe it from more than one angle for the first time.

6. Prepares supervisors to be "training minded". The supervisors who participate in a program which has been worth-while to them will cooperate and assist in making training programs for their subordiniates successful.

7. Results in a better appreciation of the importance of the supervisor to the institution. An excellent opportunity is presented to emphasize properly the key role of the supervisor in the successful accomplishment of the goals of their department and the institution. A course in supervisory training could be used to begin a program of strengthening and improving the "status" of supervisors.

8. Recognizes of the multiplicity of supervisory responsibilities. A thorough review of the varied duties and responsibilities of a supervisor should reveal certain areas which some supervisors had slighted entirely, and should point out the importance of other areas which had been considered unimportant.

9. Develops an improved "attitude" toward supervisor-employee relations which should result in improved performance of the supervisory function. Since proper attitude is basic to proper performance, a training program can be invaluable to a skillful discussion leader in the development of proper attitudes.

10. Prepares supervisors to cope with their daily problems. Few specific problems of supervisors can be solved during a supervisory training course; however, the supervisors can be provided with basic tools which will help them solve their supervisor-employee relations problems.

After reviewing these benefits there can still be the question: Do we need improvement in supervision at my college? The Personnel Director is in a good position to answer this question because he hears the complaints and investigates the grievances of employees and counsels supervisors on their employee problems. If you find, as we did, that a substantial number of the problems result from a lack of basic supervisory skills, then you need to consider spending your time on an organized training program designed to prevent problems which are so disturbing and time consuming.

If the Personnel Director gets approval to begin a course, the next step is to develop the course content. This can be frustrating and time consuming because of the difficulties in determining exactly what subject matter is desirable and practical to include, and in securing qualified assistance in the preparation of a course outline. Perhaps a review of what we did will be of some help to other colleges which are beginning a supervisory training program.

Since none of our supervisors

had received any formal supervisory training, we decided that our first need was a relatively short course which could be presented to all supervisors within a minimum period of time. The plan was to present a basic background which would be of some immediate advantage and would establish a foundation for future courses of a more detailed nature.

A review of numerous industrial and governmental plans failed to produce the plan we were seeking. We wanted to cover briefly all phases of supervisor-employee relations from employment to dismissal. Fortunately we secured the interest and cooperation of the University's Bureau of Public Administration which assigned to a member of its staff the project of developing an outline and bibliography to fit our goal.

The Bureau produced a ten-session course with the following session titles: 1. The Changing Concept of the Role of Management toward Supervisor-Employee Relations; 2. Communications; 3. Introducing the New Employee; 4. The Supervisor's Job of Training; 5. The Principles of Learning; 6. Merit Rating; 7. Understanding the Employee; 8. Leadership, Loyalty and Morale; 9. Complaints, Grievances and Discipline; 10. Review of the Functions of a Supervisor.

During the past two years our Basic Principles of Supervision course has been presented to 175 supervisors in 10 sections. We have had an excellent opportunity to try variations, to experiment, to strive toward a really worthwhile program. A review of some of the variations should be of interest to those who are going through this developmental period.

Size of Sections — Our sections varied in size from 4 to 23 as we attempted to find a minimum, maximum, and ideal size. We found that a group of about 16 was the most satisfactory. This group is small enough for the supervisors and the discussion leader to become acquainted with each other. Such a group is large enough to provide a qualitative contribution on most of the subjects to be discussed. A group of as few as four supervisors can be handled satisfactorily, although this places a heavy burden on the discussion leader.

2. Composition of Sections — We used numerous combinations in the make-up of our sections. In the basically hospital sections we added a few supervisors from non-hospital departments; some of the sections included heads of sections and one or more of their subordinate supervisors; in many of the sections there were supervisors of different levels in the general organizations; and in all sections there were supervisors representing several different occupational groups. The most satisfactory sections were those composed of supervisors at the same relative level from a variety of departments within the same general organization (the hospital).

3. Use of Discussion Leaders — Our original plan was to develop session outlines which could be given to a number of different members of the administrative staff who would serve as discussion leaders. After the first section had finished the course, we assigned about seven of the "graduates" to lead discussions for the second section. This arrangement proved unsatisfactory because there was lack of continuity, and the proper rapport could not be established between the discus-

sion leader and participants. There was a tendency toward more lecture than discussion and other disadvantages, none of which were related to the conscientiousness or ability of the different discussion leaders. We have also used single discussion leaders and co-discussion leaders.

We believe that the best plan is to use two leaders, with both persons attending each session and alternating responsibility for leading the discussions. The good feature of this arrangement is that the second person can be of valuable assistance in observing how a session is progressing, in making comments and asking questions at the proper time, and in reviewing the session later with the discussion leader.

4. Methods of Instruction — The general pattern which we have found most successful for conducting a session is to have the discussion leader begin with a short lecture to establish the goals for the period and to review a few of the theories and principles of the particular subject. This is followed by a discussion period which covers the assigned material in the textbook we have selected. The discussion leader also attempts to get as many related contributions as possible from the supervisor's own experiences. We have found that a coffee break is quite desirable after the discussion period. We utilize this fifteen-minute period by dividing the section into three or four groups and assigning each group a case which they are to review and discuss during the break. After the break a spokesman selected by each group presents a report and recommendation to the entire section. After the report is made, the findings are criticized and discussed by all members of the section. It is the responsibility of the discussion leader to keep the discussion close to the subject of the day, and to summarize the case by outlining the principles involved.

The use of a limited amount of role-playing has indicated that this is a technique which should be used more often. The supervisory principles emphasized in such skits are retained better than in most other techniques. The disadvantage is the time required to develop the skits and to have them effectively presented.

We have used a variety of movies but have not been pleased with the results for our particular course. We feel that other methods are more efficient for our short sessions.

The use of a textbook has proved worth while. It is assumed that all of the participants will not read the assignments; however, if only half of the group is familiar with the text material the quality of the discussions is materially improved.

5. Use of Cases — In the first sections we used cases for a few of the topics. Some of the cases had been borrowed from other plans, and two original cases were prepared which related to the departments (hospital) involved. The enthusiastic reception of the "hospital" cases prompted us to develop additional original cases for use in all sessions where they were appropriate.

6. Length of Sessions — Periods of an hour and a half have proven satisfactory. Under careful supervision this provides a minimum length of time to cover the principles involved. Since the sessions are held during working hours, the sessions should not be too lengthy.

7. The Classroom — Most

books on training properly include a section regarding the value of a proper setting for meetings. Because of crowded conditions we have used a large variety of arrangements. Our experience positively revealed that the ideal set-up is to have the group around a large table, with a name card in front of each supervisor. We were not successful in promoting satisfactory discussion or a good relationship among the group with any other physical arrangement.

A successful supervisory training program is most difficult to develop because of the many pitfalls and hurdles. Some of the problems are discussed above, but there are other factors which really control the ultimate effectiveness of the program:

1. *The program should be desired by the administration.* There is a tremendous difference between "approved" and "desired". Mere approval of the administration is, in our opinion, not enough. The Personnel Director cannot secure the cooperation and assistance required from all concerned without the positive assistance of top level administration.

An indication of the desire of the "boss" is active participation, such as his appearance at the first session to tell the group that he is interested in what they are beginning, and that his personal experience has taught him to appreciate the fact that a supervisory job requires much more than technical skill. It would also be helpful if the chief would briefly visit some of the sessions.

2. *The departments should be organized according to the normal hierarchical pattern.* The methods, principles, techniques, etc. of supervision which will be taught are based on an organization which consists of small groups of employees under the direct supervision of one supervisor who is in turn under the control of one chief of division or department. We cannot expect our teachings to be ideally effective if supervisors have too many employees, or if supervisors have to share responsibility for employees with one or more other supervisors.

3. *The individuals we appoint as supervisors should have the ability to develop supervisory skills.* This is another self-evident truth that cannot be overlooked if we expect results from a supervisory training program.

4. *A "follow-up" program should be prepared.* It is not enough just to carry the supervisors through a specific training program. Training is a never-ending process, and specific provisions should be made to keep in touch with the supervisors to assist them, and to check on their progress. In addition to the informal method, a program of advanced courses should be prepared.

An energetic and interested individual should be charged specifically with responsibility for the program. We must face the fact that a supervisory training program will not operate by itself. A myriad of details must be accomplished before a group of supervisors is assembled for its first meeting. In most colleges it will be the Personnel Director who must see that the proper number of carefully selected supervisors walk into the properly outfitted room and sit down with the properly prepared discussion leader.

A successful supervisory training program is difficult to achieve. There is no easy "mail order" solution, but conscientious effort can be rewarded by positive results.

Fringe Benefits

J. F. McLEAN

"Fringe wages are here with us to stay and probably will be even further expanded in the future. There is nothing wrong with them. In fact, in most cases they are most desirable. But let us be realistic about them and find out what they are and what they cost."

A labor leader some weeks ago told me that the total "fringe" benefits which had been granted in the settlement of a recent labor dispute had amounted to approximately 6% of wages.

The director of industrial relations of the company which was involved in the same dispute stated that the "fringe" benefits had amounted to 17% of wages.

It is time we all took a very good look at what we are talking about when we talk of "fringe" benefits. The very word "fringe," itself, is vague in its connotation. It suggests the "extras," the frosting on the cake, the embroidery to improve appearance, the adornment that is added but is not part of the main substance.

In fact, "fringe" benefits have become one of the most important cost factors in the over-all employment situation. Industry has only recently awakened to the fact that these "extras" are part of real wages and should be considered as such. When it comes to computing the costs of the extras, there is a very wide divergence of opinions as to the method of computation and what should be included. Those who are receiving the benefits usually minimize them, while those who are giving them will attempt to exaggerate them.

Those who are administering government or institutions are specially prone to neglect the significance and cost of these extras. University administrations, I believe, are inclined generally to pay too little regard to them.

In the classified columns of any newspaper you will find advertisements such as this:

> Wanted — young man for important work. Salary commensurate with ability. Excellent FRINGE BENEFITS.

In talking to the representatives of large international organizations you will be informed that their company gives the best of "fringe" benefits.

Reports of labor contract settlements state that wages have been increased by such a percentage and that agreement has been reached on various "fringe benefits".

In each of these cases there is most certainly a wide divergence in just what is meant by the term. In fact the persons who are most intimately concerned probably do

Mr. McLean is Director of Personnel Services, University of British Columbia.

not have a very clear idea of what they really mean.

I asked officials of a large national company who were recruiting for college graduates to list in detail what they meant by "excellent fringe benefits" and to *include them all.* They eventually came up with the following list:

- Insurance
- Pensions
- Medical Insurance
- Hospital Insurance
- Accident Insurance
- Sick Leave
- Coffee Time (2 - 10 minutes per day)
- Annual Vacations
- Statutory (National) Holidays
- Additional Special Company Holidays
- Office Picnic
- Pre-Christmas Party
- Severance Pay
- Discount on Company Goods Bought
- Lunch Subsidization

This list, they said, was estimated to be about 50% of the actual wages themselves.

In universities I have found that nearly all of the above list, with the exception of company discounts, frequently apply, plus a number of others, such as:

- Extra academic holidays
- Extra annual vacation
- More liberal policy where university hospitals are established

In all fairness to the officials of the national company concerned, I had asked them to include *all* extras, and they included in the list a number of things that normally have been omitted. I suppose these might be called "fringe fringes".

The important point here is not what is included, but that few of us have any clear idea of what is meant by fringe benefits.

Let us forget the term "fringe" and look for a moment as to how the situation developed. In the very early days of factory development the normal work period for an adult was 69 hours per week with one day off on the Sabbath. Gradually this period was decreased to a 48-hour week and remained so for many years. Did the early benevolent and paternalistic manufacturer characterize this difference between a 48-hour week and a 69-hour week as a "fringe" benefit? I think not, nor did he consider when the normal work week was reduced from a 48- to a 44-hour that the time involved was a fringe benefit. Hours of work were simply the normal working conditions of the period.

How then did the extra benefits above and beyond pay and hours come about? I would suggest that the first step would probably be vacations with pay. In the first instances these "extras" were undoubtedly granted by the paternalistic employer as a help to his employees. Speedily demand came from unions and other employees to receive equal treatment. Again, another employer would grant certain national holidays as paid, and this granting would be followed by a quite justifiable demand for the same treatment from other firms and organizations.

Our colleges and universities, generally speaking, have followed in as generous a way as industry in the matter of vacations and holidays. In fact, in many instances they have been far more liberal than the community itself. In the matter of the other "fringes," however, particularly those of pensions and insurance, universities and colleges have been

noticeably lagging. It has been suggested to me by more than one of my colleagues that of course it is a privilege to work on the non-academic staff of the university. Perhaps this privilege should be considered as one of the "fringe benefits". Our lag has been as much to lack of forethought as it has been to lack of money. Many universities and colleges who are under the civil service come under the same pension and insurance schemes as the province or state employees, but in a very large number of cases such programs are neither adequate nor competitive.

Should we as universities attempt to follow in line with our more progressive commercial and industrial institutions by making more adequate provision for insurance and pensions for the academic and nonacademic members of our staffs?

I think that we must give an affirmative answer, but before we do, let us examine our present situation with care to see where we stand in the matter of "fringes". Are we by poor organization, inadequate supervision, and loose policy of administration, granting unwittingly more "fringes" already than we realize? Are we counting all the present costs involved?

In order to establish these facts, it is essential that we examine the unit hourly cost of each classification and grade of employee. The employee speaks of his "take home pay" as his real wages, that is, the money that he gets after all deductions have been made. The employer speaks of the wage as the amount on the payroll to which the employee, either by agreement, scale or other method, is entitled. To these two figures which we have we should add a third figure. This figure for the purpose of convenience we could call the "gross wage". It should be determined by adding to the payroll figure the extras or fringes. Only then can we determine correctly where we stand and be in a position to make any adequate comparisons.

Our difficulty, of course, now goes back to my original question, "What are fringes?"

I would suggest that "fringe wages" (and I would attempt to coin a new and more realistic term) should be all those wages above and beyond the payroll wage which are not required by law. If the legal requirements of a province or state require one week annual vacation, and the institution gives three weeks annual vacation, then two weeks of that vacation can properly be considered to be a "fringe wage". If the law requires seven national or state holidays and the institution gives nine holidays, then two days are properly considered as "fringe wages". If the legal requirement for severance pay is 2% and the institution gives 4%, then 2% is properly a "fringe wage". If there is no legal requirement for rest period or break period, and the institution gives 20 minutes per day, then 20 minutes per day should be considered as part of the gross wage.

"Fringe wages" are here with us to stay and probably will be even further expanded in the future. There is nothing wrong with them. In fact, in most cases they are most desirable. But let us be realistic about them and find out what they are and what they cost.

When Is An Employee Sick?

JACK N. RAY

"The practice of allowing paid sick leave, usually on some length-of-service accumulative basis, seems to be fairly well established among higher educational institutions. Employee-wise, in value of paid time for which no service is rendered, it is one of the most expensive. Next to the coffee-break, it is possibly the most abused. It is one of the 'mostest' in several respects, yet the writer can't remember it ever having rated even a Wednesday morning agenda of a single CUPA Conference."

Last spring the Indiana University Staff Council asked that some change be made in the University sick leave provision which limited the accumulation of unused sick leave to a maximum of 60 days. The Council stated that after the 60-day maximum has been accumulated there is loss of incentive to accumulate further sick leave and there is no reward for the person who continues to have a good attendance record. The implication was that such healthy persons are either tempted to cheat or feel unappreciated.

Although good counter arguments exist, the administration recognized the natural sense of loss that is bound to occur to the person who reaches the maximum accumulation. Granting certain merits to the request, it was agreed upon and approved by the Trustees, to completely remove any limit on accumulation of unused sick leave, but to provide that for any extended period of illness covered by sick leave, there should be full pay during the first 60 days of coverage, reduced to one-half pay for each day of sick leave coverage thereafter. Actually, the added cost risk incurred by this change was quite limited.

With modern medical care and treatment, there is no great likelihood of the person with a substantial accumulation of sick leave incurring an illness prohibiting him from work for substantially more than 60 days. On the other hand this change enables the worker to build up tremendously attractive protection for nimself and family against loss of income due to illness or injury.

Mr. Ray is Personnel Director at Indiana University. In response to a request for this article, Mr. Ray wrote the Editor: "In the past six months we have had occasion at Indiana University to ponder over our sick leave policy. Thus, when invited to submit an article for the Journal, we have chosen it for the topic, both in deference to its loyal service to our program of personnel administration and in the hope that some thought-provoking contribution might be given the reader which may stimulate the dusting off of this fine old work-horse policy in its cobwebby corner."

In leading up to the primary objective of this discussion, it is necessary to turn to the matter of retirement and retirement ages. In Indiana the State retirement system has always been based upon a "normal" retirement age of 65 years. The University compels retirement at age 70. Until the recent addition of Social Security's Old Age and Survivors' Insurance, the benefits of the retirement system were so inadequate that it was rare for an employee to voluntarily go into retirement until the compulsory retirement age. For the same reason, department heads were reluctant to force retirement before expiration of this five-year period after the "normal" age, so long as the employee was able to be even partially effective, and particularly if he or she had a number of years of service.

Now that OASI is supplementing the State retirement benefits, it is possible for the employee to retire at the "normal" retirement age of 65 with a reasonably adequate income. Evidence is apparent that this new condition is serving as incentive for employees to more readily seek retirement before the compulsory date, particularly when physical discomforts are derived from the activities of employment. There is also evidence that the availability of an improved retirement income will cause department heads to view more critically the physical impairments associated with old age.

With this background information the point of discussion is at hand, namely — when is an employee sick after age 65, or after the "normal" retirement age has been reached? The question can be made more vivid with an illustration of two cases occurring on the Bloomington campus this fall.

Employee "A" is 67 years of age. She has been employed by the University about 12 years. Several years ago she began developing an arthritic condition in the hands, feet and legs. For over a year the director of her division has been aware that she has not been able to carry her share of the work load and that other personnel on duty have had to assume many of her duties. Despite her increasing discomfort and impairment of activity, she has been fairly regular in attendance, and has always resisted any hints as to the desirability of retirement.

Last July, with six quarters of Social Security coverage, she became eligible for OASI in addition to her State retirement benefit. At the close of the school year in June her director decided that he could not expect other employees to carry her through another year and informed Employee "A" that effective September 16, at the start of the fall term, her active employment would be terminated and she would go on a retirement status. He explained that her physical condition and inability to carry her work load necessitated this. During the summer it was reported that she informed co-workers that she would not retire in September, pointing out that despite her slowness her value was in her experienced motherly attention to students.

In early September she called on the Personnel Director to argue her point. Her physical limitations were obviously beyond question, and the Personnel Director convinced her that retirement would be necessary. She then asked the number of days of sick

leave credit to her account, announcing an expectation of using them starting September 16. She had 45 days. The question: Was she entitled to draw 45 days of sick leave pay starting September 16, at the conclusion of which she would be formally retired?

A few days later another department head called the Personnel Director with this case.

Employee "B", 66 years of age, had been with the University for 15 years. She had 60 days of unused sick leave accumulated. The department head stated that the employee had just called him after a day's absence due to illness and informed him that her doctor had ordered her to bed rest for a month due to a heart condition, with the stipulation that she should not work further. She was in expectation of using her full 60 days sick leave before termination of active employment and formal retirement. The department head stated that she had been complaining of shortness of breath for some time. Also he claimed that she had been complaining about a recent change in her working hours. He was of the opinion that she had wanted an excuse to quit work, and he had nearly reached the point of insisting upon her retirement before this came up. He would go along with the necessity of one month's bed rest, but was of the opinion that her continued absence was the result of her desire to quit work and not necessity. Her doctor would state nothing more than "she shouldn't work further" and "she would be better off not working". The department operated from fee-income money which was not plentiful. Did the department have to pay her the full 60 working days of sick leave?

How should these two cases be ruled? Here is the case of one worker at a generally accepted normal retirement age with a positive, though non-fatal, physical impairment commonly associated and normally expected to some degree with "old age". No apparent fatality risk is directly associated with her attempt to work, but she is simply and literally limited in physical ability for movement. Had the idea of retirement been acceptable to, and originated with, the employee there is little doubt that upon presentation of the idea to her doctor, he would have advised that she would be "better off" not working or "should not" work.

In the second case we have a worker who undoubtedly has a heart "condition," also commonly associated and normally expected to some degree with "old age". The physical distinction between this case and the first is that this person is physically capable of the activity of work, but there is some degree of fatality risk directly associated with the effort of work. The degree of the fatality risk is not easily measured. No one is free of some risk of heart failure, particularly after the sixty-fifth birthday. It is common knowledge that a doctor's advice to a heart patient concerning work is related not only to the type of work engaged in, but also to the need of the individual to be employed, both from a financial and psychological standpoint. In this case there is a good possibility that if the patient had needed to work financially, and strenuously objected to the prospect of not working, as did employee "A", the doctor would have released her for continued employment after the month of

rest, with careful instructions as to how she should conduct herself.

The sick leave policy states that its purpose is "to provide the worker with a measure of protection from loss of income due to illness or injury". Is employee "A" ill? Would employee "B" be considered ill after the one month of bed rest? Don't all people in their "old age" have some complaints, some claim to symptoms of the body wearing out? Are they sick? Is old age an illness?

It is doubtful if a very high degree of unanimity exists among the readers on the handling of these two cases. Certainly it could be argued from two extremes. One of the extremes would argue that compulsory retirement being at age 70, it is intended that persons be permitted to work until that age, assuming that other requirements are met; therefore, any interferences to work that might be termed "illness" in even a loose sense, should be covered by the sick leave protection against loss of income which the employee has earned. If this extreme were accepted for guiding application of the sick leave benefit, after a little "catching on", it might well result in every employee who retires between 65 and 70 taking all accumulated sick leave with pay, or at least in the case at I.U., the first 60 days. In such an atmosphere of leniency the employee retiring at the compulsory age might likewise feel an element of entitlement and, in a feeling of justification, take a paid vacation prior to his compelled retirement chargeable to sick leave. To take this approach, then, is tantamount to a viewpoint that every retiring employee is entitled to all unused sick leave pay. Where the maximum accumulation is unlimited, or high, this might become undesirably expensive, and entirely outside of the original intended purpose of the sick leave policy.

The other extreme in this matter would be to include in the sick leave provision an age-65 limit on its application. This could be argued on the grounds that the employee's unemployability after the sixty-fifth birthday has been insured by OASI and whatever other retirement systems are provided; therefore, sick leave protection is not necessary. This extreme might seem harsh to most of us, and if contrary to past practice, one we would not like to impose upon our older employees, many of whom have been long-service, loyal workers for the institution.

At this point it is logical to search for some middle-of-the-road course — something short of the give-away plan of all unused sick leave, and something more rewarding to the post-65 worker than the loss of all sick leave benefits short of electing retirement. This would seem to call for a definition of some sort, defining the circumstances under which an employee past age 65 who becomes "disabled" is considered sick and eligible to draw on his sick leave accumulation.

An advisory committee at I. U., including a physician, attempted this with little or no practical results. Their best conclusion — set up another committee to review each case and let them make the decision!

Another type of possible solution resulted from the advisory committee's brainstorming. Recognizing that search for a middle course in preference to the lenient treatment is economy-motivated, this solution would give the middle-of-

the-road or better effect on costs and at the same time the benefit of the lenient treatment to the employee. The proposed solution is as follows:

When an employee's retirement from active employment is necessitated due to personal disability after sixty-fifth birthday, and prior to July 1 following the seventieth birthday, the University will pay retirement supplements to his total normal retirement benefits resulting from State employment including OASI, of an amount and for such period of time to make his total retirement benefit, including this supplement, equal to his normal *net* take-home pay for period of time equal to his number of days of unused sick leave credit up to a maximum of 60. The 60-day maximum was established because under the I. U. sick leave policy the reduced sick leave pay after the first 60 days is exceeded in nearly all cases by the normal retirement benefits. Any retirement for disability reasons between the ages of 65 and 70, compelled on the part of the University would automatically be entitled to this supplement. If such retirement is initiated by the employee, the supplement may be received only by approved application bearing necessary doctors' statements.

The cost of this supplement benefit was computed on a sampling of employees retiring between ages 65 and 70. If they had all received the supplement, it would have averaged 33% of the gross salary that would have been paid had they all received their unused sick leave prior to retirement. Thus it would seem that by this plan the employee can be allowed with dignity the lenient interpretation of sick leave benefit at less than middle-of-the-road cost.

This idea has been cleared with the local Social Security Office. Such a retirement supplement, derived from a formally accrued disability benefit, is neither subject to tax nor to count towards the $1200 supplemental earnings permitted with the OASI benefit. It cannot be put into effect, however, until it has been cleared with the Indiana Public Employees Retirement Fund Board which does not permit PERF income and pay from the State simultaneously.

But the plan seems to have merit. In a sense, sick leave and retirement plans have a similarity of purpose after age 65. By uniting the two, the direct cost of a liberal attitude towards sick leave at this point of the employee's career can be substantially reduced without any reaction of deprivation on the part of the employee.

How Is Your Personnel Climate?

FRED BJORLING

If our operating approach doesn't make sense to the supervisor and to the employee, we simply cannot expect our personnel program to work well.

University and college personnel administration has come a long way in the past ten or fifteen years. During that time its basic functions have become fairly well established, due to a combination of recognized need and the efforts of some capable individuals in the field. At a coarse glance, we appear to have caught up more or less with accepted practice.

I have the impression, however, that in the quiet of the office after a rough day, many of us develop a disquieting realization that a lot still hangs in the balance; that we are not yet over the big hump. Let's face it: the same organizational facts-of-life which slowed the formation of personnel functions in our institutions continue to exist and tend to work against the successful performance of these functions now. Most of us must compete for employees in a tough labor market, using marginal or substandard salaries. We must operate with small personnel staffs trying to perform the jobs which our administrations and faculties have come to expect from us. And we must do this in organizational structures which cannot be described by the nice, clean lines of an industrial organizational chart.

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Thus we find ourselves getting very seriously interested in better "communication," "supervisory training," and other currently popular programs. We share these interests with the general personnel field, but most of us cannot approach it flanked by research teams of Ph.D.'s and wading through statistics. It is evident, therefore, that we must approach and develop such activities in a simpler (but not necessarily less sophisticated) manner. I think it can be done, and done effectively, provided we share some of our longer thoughts more adequately with each other and with some of the "long thinkers" in our respective institutions.

I would like to argue here, however, for increased recognition of the importance of the "tone" of our operating approach. The tone is determined by the way we see our role in the institution, and it, in turn, determines much of the reaction to us and our efforts. Thus the "climate" of attitudes toward personnel is to a considerable extent the result of our own self conceptions. The extent to which we can see ourselves and our acts through the eyes of employees and supervisors determines our ability to adjust our efforts for maximum effectiveness. So common and simple an idea, but how hard to practice! Except in retro-

spect. It makes no difference if our theoretical approach is perfect, our statistics impeccable, our logic compelling. We may be wasting it all on the Administration. If it doesn't make any sense to the supervisor and the employee, it simply can't be expected to work well.

The pitfalls appear to exhibit a certain polarity. On the one hand there is the drift toward the bureaucratic, inflexible, impersonal, and holier-than-thou pole. The other pole is characterized by expediency, weakness, and a lack of contribution other than compliance.

We know well the average employee's stereotyped conception of personnel departments in general. We should expect an even more critical attitude in academic institutions, where it is a part of the atmosphere to examine critically and with high verbal facility. This makes it of utmost importance to "listen in" if we are to be effective.

Some years ago my department developed a merit rating program. A great deal of effort went into the original design and subsequent modifications of the form itself. The choices of the raters were tinkered with endlessly; an elaborate set of procedures evolved, and the employee's increases were made dependent upon the excellence of his previously recorded merit ratings. From a theoretical point of view it was a very satisfying system. However, after a time we developed suspicions, and then lost rapport with some supervisors. The dawn came. Because of the shortage of certain types of employees, the supervisors were busily over-rating their employees. They couldn't take a chance of losing one because of a denied raise. Who knew when even a worse replacement could be found? Who could blame them?

There was no reasonably good technique for overcoming this abuse, and meanwhile we were not getting valid information for assessment of our testing and placement effectiveness. We could still be fighting that battle in all righteousness, but instead we disconnected merit increases from merit rating, except for the *suggestion* that unsatisfactory employees shouldn't receive merit increases. We simplified the forms to avoid hairsplitting, and emphasized the value of the periodic rating as a device for bringing about the occasion for a corrective or complimentary discussion with the employee. We also pointed out the necessity of accurate data for evaluating placement procedures, and provided a field merit review procedure for supervisors who wanted orientation in merit rating.

In other words, after finding we were totally unrealistic from the supervisors' point of view, we shifted our position (disregarding some remarks to the effect that it wasn't "good personnel"). We emphasized those aspects of merit rating which made sense, and got much more of value out of the program. If we hadn't gotten an ear to the ground, and if we had maintained an inflexible idea of what merit rating could do for us, we would still be dissatisfied, and so would the supervisors. At this point our action appears to have been simple and logical, but that's what is tricky about our business. The problem is to see *before* the fact.

If you're the boss, how often does a member of your staff come to you, demand that you take the shining sword of "Personnel Justice" from its scabbard and slice off someone's head with it?

You may be sure that at least two people are emotionally involved, and one of them is in Personnel. Occasionally, whatever authority exists will have to be exercised in its ultimate sense, but much more rarely, I find, than I used to think. It's more work, but you have to listen endlessly, explain endlessly, and as firmly and reasonably as you know how. If your explanation isn't eventually reasonable to the majority of contestants, you'd better look into the policy in question. It may be "good personnel," but it doesn't fit your organization. Or else you haven't gotten well enough acquainted with it from a non-personnel point of view to express its purpose understandably.

We started out *requiring* all applicants to take our employment test batteries. Supervisors resisted, despite efforts to "sell" them. They feared that some good applicants would be frightened away by the tests. We no longer absolutely require that the tests be taken, but it is rare to have a supervisor demand a by-pass. The responsibility is on the supervisor's shoulders to benefit from whatever placement data can be obtained, and it's just different to have it *available* instead of required. So long as they know we won't reject an applicant who refuses to be tested, they feel it is a reasonable procedure. Meanwhile we are testing almost without exception.

I don't mean to imply that we're ever going to have an end of discussion about the validity of tests — or any other personnel policy or procedure. It's just that there is an appreciable improvement in the understanding, acceptance, and willingness to participate on the part of all concerned as a result of relatively feeble efforts on our part to understand thoroughly how matters look from outside the department. The fact that some progress in this direction has made it easier to obtain the "outside" viewpoint is just an added bonus.

Retirement—Then What?

PAUL A HARTLEY

"About once each year we check the records, set up a fancy dinner, make up money to purchase gifts, line up the oldsters, and wish them well. Are we sending them to the happiness that they have looked forward to, or are we sending them to oblivion — just to sit and wait to die?"

Several years ago I had the opportunity to visit a home for aged men. The picture which I saw has remained very vivid in my mind ever since. I walked into a room and saw a group of elderly men doing nothing — just sitting. "For what," I asked myself; and, of course, the obvious answer came to mind — "just waiting to die". I am wondering if this is not the situation where we find many of our retiring employees. They are either living with someone, or by themselves, but are they just waiting to die? Is this what we want? Is this the best that our university can give? What can we do?

As I look at the program of retirement which is carried on by many of our universities, this is what I find. We have done a pretty good job of recognizing the need for some income. Hence we have our own pension systems, social security, or both. Just about there we have stopped. Of course, we do have the usual fanfare at the time of retirement.

About once each year we check the records, set up a fancy dinner, make up money to purchase gifts, line up the oldsters, and wish them well. Are we sending them to the happiness that they have looked forward to getting, or are we sending them to oblivion —just to sit and wait to die? I fear all too often our concern ends then and there. The next thing we know about them, if we are alert enough, is when we read their obituary in the paper. We may at that time write a letter to the family about having missed this faithful employee, and we may even be able to mention some contribution he made to the university. Is this enough? I think not.

I am sure that all of us have considered the mandatory age of retirement. We know of some of its shortcomings. In some cases the age of retirement should be earlier than it is, and in some cases the employee is capable of working several years after the mandatory retirement age. I am sure, however, that it will be a long time before we are able to set up any other system to replace the mandatory age for retirement. So let us think together what we might do to make the last years of the retired worker happier, and maybe more useful to himself and

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society.

What are we doing to prepare the worker for retirement? Most of us can truthfully say, "nothing".

Then the question is, "what can we do?" I would like to suggest that perhaps we could establish some kind of a training program for retirement. We train for avocations prior to retirement. If after retirement the avocation is that of living on a limited income, with a lot of time and, progressively, limitations on physical stamina, should we not train for it?

Such a training program seems to have at least four phases to it, namely, economic, avocational, social, and physical. To do this we will need to use all the agencies of our local communities to the fullest extent. Let us consider each of these areas separately.

Economic. Upon retirement the average employee will be living on an income somewhat less than he has had during the preceding years. Too many times we pass this situation off with the trite statement that the expenses will be less, so less money is needed. This we cannot be sure about. Purchasing power of the dollar does fluctuate. Certain expenses such as taxes, utilities, rents, medical bills, and the like not only may fluctuate, but in some cases they may be increased because of the advancing age of the person.

I think that we could do a lot in this area to assist the retired employee to evaluate many factors, such as his resources, his life expectancy, and his probable expenses. In some cases it would be best for the person to move from an area of high cost to one of lower cost. In some cases the employee should use some of his capital assets rather than to reduce his standard of living to a subsistence level. Also the insurance program should be checked to see if there is a source here for income, and at least to make sure that the employee knows just the protection that he has.

You can see at a glance that there is not a stock answer for any of these problems. Each case is different, and not only must be treated on an individual basis, but a condifential one as well. The real outcome of this portion of the program would be to make sure that the employee knows what resources he has, and how best to use them.

Avocational. The retired employee has a lot of time on his hands. What can he do with it? Does he have hobbies that will take up a lot of this time? Are these hobbies within his financial structure and his physical limitations? Perchance they will be something that will add to his income. Let us take for instance the hobby of recreations — such things as golf, fishing, etc. Some of these take a definite outlay of cash with little income except enjoyment. Perhaps in some cases an entirely new hobby should be developed so that some income could be realized. Such projects as gardening, needlework, crafts, or even part-time jobs could become income-producing hobbies.

Useful activity is very essential for these people. They need to not only feel independent, but needed in their social environment. I think that it is in this area that your community program can be of great assistance. The public schools do put on courses to train people in hobbies or crafts; also your local Y.M.C.A. and Y.W.C.A. may have such adult classes.

Such people should be encour-

aged to offer their services to community activities. In such things they could feel essential and needed. In most cases there would be little or no pay, but that would not be the important thing. The important thing is that it would help fill in what might otherwise be a slow day.

Social. Here is an area that needs a lot of work. Look around you and see the oldster that finds himself isolated because his friends have died one by one, and he is becoming the last man on the totem pole. We should also think of the fact that many of our friends are those whom we have made because of our work. Therefore, when work is stopped, our source of friends is stopped. In order to keep a circle of friends we must constantly add new friends to replace those who leave. This is difficult for an older person to do; especially as his social contacts are being more and more restricted.

Therefore, we must find a way to assist these people to keep and to make new friends. Our universities could sponsor a meeting room where retired employees could have a place to meet and to chat. This would help, but the community must also help. We do find that in some universities the academic employee is granted an office in which to work, he is granted reading rooms in the library, and the like. Why should we not have some program for the staff employees, as well? If we can have some place where these retired people meet new people their own age, and with similar backgrounds and interests, then they will maintain a group of friends.

Physical. One of the processes of life that is most baffling to all of us is the understanding of the aging process. This is especially true when the process is so well advanced that we can no longer escape the realization that we are not as young as we used to be. When retirement comes, regardless of our former attitude, we are telling the world that age has arrived. As the aging process comes on, our lives change, and our activities must change to meet our more limited strength; certain senses may alter until we need aids of various sorts to replace our former senses. Here is an area where our medical profession can be of assistance to us. A medical doctor interested in geriatrics could be of great assistance to talk with our aging employees to prepare them for the physical decline. If people understand these physical changes, they will accept them better. Perhaps it is the feeling of insecurity that makes the person talk only of his ills; perhaps they are his only interests.

The program as outlined is too much to achieve in one grand splurge. Rather it is a painstaking approach year after year, building up confidence with our staff so that they feel free to come and talk with us. When we have the basis of confidence, then we can move ahead with other phases of the program. The program for the retired employee is one that is beginning to be of interest to our nation as we face the fact that people are living longer than they used to live; that we are becoming a nation of older people at a rather rapid rate.

Industry is trying out new programs for its employees who have retired. With all this interest in the field, why are the universities not taking a lead and doing some pioneer work?

Selling The Job

CLARENCE M. MOLZER
ROY V. LOUDON, JR.

"We have an obligation in public relations to see that applicants are treated as the 'finest customers in the world'. A good job of merchandising in our recruiting and selection program should pay off in the attraction, placement, and retention of the best personnel. Complete knowledge of the product we have to offer can certainly determine the difference between profit and loss."

Each day college and university personnel men become increasingly aware of the shortage of qualified applicants. They are getting reports of an even greater shortage in the future. Before this situation becomes really serious, personnel people should take stock of their recruiting program and ask themselves these two questions:

1. Are we, as personnel men, failing to recognize the employment advantages available to job applicants in our institutions?

2. Are we failing to use good merchandising methods in recruiting programs and interviewing techniques?

We, as personnel men, should make an analysis of the advantages of working in an institution of higher learning. We may do this by:

1. Analyzing all aspects of a job — wages, hours, hospitalization, and life insurance and retirement benefits, vacation time, sick leave, holidays, entertainment facilities, and educational opportunities.

2. Assigning a theoretical point system to the benefits, and drawing up a balance sheet showing all the advantages of a specific job within the institution.

After computing the institution's side of the balance sheet, select a company that is in direct competition with you for applicants. Compute the advantages of a comparable job in the selected company, and finally compare the results on each side of the balance sheet. You should find in most cases the job in the institution will be above the company job in total points. This should convince you that you have better than average positions available.

Many of us fail to realize that we have good jobs available, but we do note that qualified applicants are not accepting our offers. Perhaps our recruiting media is flat. If WE are convinced that jobs in institutions of higher learning are better than average, our advertisements should point out the ad-

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vantages we have over other types of organizations. A positive approach should be used when listing jobs with employment agencies or other sources. The agency should be told the advantages of the job so they can pass along the information to their applicants.

Conferences with our interviewers are very important. We can acquaint them with our balance sheet and suggest they select a job in the institution and compute a similar balance sheet. We should let the interviewers convince themselves, with as little guidance as possible, that the jobs they are selling are better than average. The enthusiasm they will generate from their findings will be reflected in their interviews with applicants. The interviewing techniques will become selling techniques by natural inclination, and the result will be the employment of more and better people.

To develop good merchandising methods we can consider our personnel staff members as salesmen. We must train each of them in effective sales attitudes and approach. Overselling an applicant can lead to discontent of both the employer and employee if he is placed on a job and does not come up to expectations. Too much sales effort with an undesirable applicant may cause ill-feelings when his repeated visits disclose "sorry, no openings in your type of work yet". The big $2.98 sales campaign does not start until the need for, and the ability of, the applicant are determined. Overused and excessive sales talent is wasteful.

As members of educational institutions, perhaps we should look into our own personnel organizations and take stock of our training program. Have we instructed the interviewer in the finer points, as well as in the basic aspects of good interviewing? Does the interviewer, and, for that matter, the receptionist, have sufficient knowledge of the institution and its policies to perform more than just an "adequate" job? We have the responsibility of molding these people into top-notch salesmen, and we can begin by developing a "sales" attitude throughout the personnel organization.

Picture the forlorn and mildly disgruntled sales clerk in the local department store, and make a comparison with the optimistic fellow who just sold you that extra tie you didn't need. It is doubtful if any sales will be made by our first clerk unless his counter stocks the articles the "little woman" insisted she needed. We must avoid such situations in our employment offices since the "articles" we have for sale may not be "musts" in the minds of our more capable "customers".

Although the sales approach is present in every interview, we are quite concerned with the loss of many highly qualified applicants as a result of poor, or at least complacent, interviews. We must be convincing in our attempts to win this select group with our best sales points, and we must be able to override such surface interests as salary or work hours with promotion of our tangible and intangible assets. Perhaps we lag behind our labor market competitors in some of these factors, but somewhere along the line we must hit upon those benefits or job factors which can best sell, and which will win, the applicant to our side.

Complete knowledge of the product we have to offer can determine the difference between profit and loss.

NEWS, NOTES & QUOTES

(Continued from Page ii)

much enjoyed by those attending, and Mr. Ensign is to be complimented on the program, as well as on the arrangements, for the Conference. This was the first two-day meeting for the Midwest group and was most successful. Mr. John D. Gantz, Director, Clerical-Service Personnel, Purdue University was elected to serve as chairman of the 1958 Midwest Conference.)

Jack Shingleton reported on his survey of the membership to ascertain fields of interest for research. He reported that the results were poor, there being only six replies, with no two making the same suggestion. He also reported that his survey of faculty services to staff personnel functions had 110 respondents, which he felt was a satisfactory return, and that data obtained from this survey is in the process of being put into reportable form. He indicated that he plans to run a survey on testing materials used by members of CUPA, and he felt that materials gathered from this study might provide an interesting display for the annual Conference in Boulder.

Arlyn Marks, Chairman of the Committee on Continuity, submitted the following report, which was accepted:

1. There was unanimous agreement that there should be no change in by-laws at this time. The two most pressing problems of the past have been adequately cared for by providing for a President Elect and appointment of the Editor of *Cupa Journal*.

2. *Secretary-Treasurer*. It has been the policy of the Association to re-elect incumbents to successive terms. The Committee endorses this practice inasmuch as a responsible person in this office renders increasingly valuable service as he or she becomes more experienced in its function. The nature of the services performed lends itself most readily to written description of procedure and policy which can be passed on and be most valuable to a newly-elected officer. While continuity should be encouraged, it should not be on an indefinite basis as the honor should be passed on to provide participation and recognition of other qualified candidates in the Association.

3. *Vice President - Membership*. There is common agreement that continuity should be discouraged. By passing this job on to various members on a yearly basis, the Association actually benefits.

4. *Vice President - Research*. We all are in agreement that as a professional organization this is an extremely important area in need of long-term planning and programming. For this reason, continuity is of utmost significance. Suggestions applicable to the problem which might be considered are these:

a. Appointment of a working committee by the Vice President, who would serve as Chairman, to develop and carry out a good research program.

b. Continuity can be provided by re-election to a succeeding term, election of one of the most active committee members, having the retiring Vice President serve on the committee the following year or some combination of these actions.

c. In the interest of promoting work in this area, the executive committee might give some thought to budget funds each year for this purpose.

d. Devote one conference session each year to a discussion of problems and projects which the membership would like to see studied.

5. While recognizing the fact that the nominating committee should be given a free hand in their nominations, we do not believe they would resent working within the framework of general policies determined to be in the best interests of the Association.

Committee on Continuity
A. C. Marks
L. H. Glander
H. C. Anderson

Paul Hartley reported that 14 new members had been added, and as items of international interest indicated that the membership in Puerto Rico has increased from one to three members and that we now have a member in Canada.

President Ewart reported that plans are under way for a committee meeting of the Western group, with the view to organizing a Western Regional Conference.

Kathryn Hansen reported on matters relating to the publication of *Cupa Journal.* She explained that the larger type size has been continued in use because by widening the column, and by "better setting-out" of the type per line, more words are being printed on the average per page than with the smaller type, and readability has been greatly increased.

Annual Institute

The annual *Institute on College Administration* for presidents, deans, and other administrative officers will be held at the University of Michigan from July 15 to 19 inclusive. Major themes to be covered in the program of the Institute include: "problems and trends in higher education," "curriculum planning and administration," "human relations factors in personnel administration," "student personnel problems," "purposes of higher education and their implementation". The Director of the Institute will be Algo D. Henderson, Professor of Higher Education, University of Michigan. Additional information may be obtained by writing to the Director at 2442 U.E.S., University of Michigan, Ann Arbor.

Staff Changes

Boynton Kaiser writes the Editor: "By this time you must think we are playing quite a game of chess!" Well, here are California's staff changes:

Lewis B. Perry, Jr., is the new Berkeley Campus Personnel Officer, after six and one half years as San Francisco campus Personnel Officer.

Lee Charette, formerly in charge of nonacademic personnel placement activities on the Berkeley campus has become San Francisco campus Personnel Officer.

Ward Derber, formerly in the Davis Personnel Office, has accepted a position as Personnel Technician in the UCLA Personnel Office.

Mrs. Bonnie Charette, Personnel Technician, has transferred from San Francisco to the Berkeley Personnel Office.

Dick Shannon has accepted a position in private industry in Peoria, Illinois; he was formerly a technician with the Berkeley campus Personnel Office.

Jim Barrett, Personnel Technician at UCLA, has accepted a personnel position with the city of Burbank.

Avis Holmes, formerly head of the State Department of Employment Office in San Rafael, has replaced Lee Charette as head of placement activities on the Berkeley campus.

Mrs. Noel Stracke, recently married, expects to be leaving her Personnel Technician job at the San Francisco Medical Center within a few months. Nina Lane, Employment Interviewer in the San Francisco Medical Center Personnel Office will be replacing Mrs. Stracke as a Personnel Technician.

Frances George, Employment Interviewer in the Berkeley Office, is replacing Mrs. Charette, also in the San Francisco Office.

Al Condino, formerly Placement Officer at the Chicago Professional Colleges, University of Illinois, is now Personnel Director of Mercy Hospital, Buffalo, New York.

Charles Andrews has joined the staff of the University Civil Service System of Illinois as Personnel Technician.

From the Mail

Duke Morris, Penn State University, writes: "We have moved to new office quarters. We used to be spread through the building at three different locations. Now we are all together in one suite of offices — all 19 of us."

Mrs. Beatrice R. Finigan, D'Youville College, Buffalo: "This is just to tell you that our wonderful new library is at last opened. We are very proud of it, and would like to have you visit it."

Stephen H. Millard, Business Manager of Pratt Institute, was elected to the Executive Committee of the Eastern Association of College and University Business Officers at the annual meeting in December, 1956.

Lee B. Davenport, Jr., Personnel Representative, Radiation Laboratory, University of California, writes: "Interested in some observations on recruiting scientists and engineers? This is the first year that the Radiation Laboratory has tried an interview program, sending teams of scientists and engineers and a personnel representative to 80 college placement offices and 20 big cities where newspaper classified ads preceded our visit. We have also run agency prepared full page ads bi-monthly in four national scientific and engineering journals and 100 alumni magazines. Our experience so far will probably cause us to modify the program next year. We will call on the same number of colleges (drop some, add some), drop the city recruiting completely, and try to develop some way of interviewing our magazine repliers in their home areas.

Mrs. Alice F. Dalbey, Personnel Director, Northwestern says: "Of course we feel that we always have something interesting going on here, but right at the moment some of our more demanding new tasks are these: "administering a new Major Medical Expense Plan (TIAA) for our faculty members and part of our staff" and "developing and extending our retirement program for our staff".

"Deed" Willers, Cornell, would like to have any copies of cartoons dealing with personnel situations.

Copies of "Your Job at Bucknell" and "Manual of Safe Practices" (California Institute of Technology) are available by writing to our Executive Secretary, Donald E. Dickason.

And speaking of safety, have you seen the new "College and University Safety Newsletter" which is published by the School and College Division of the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.? It is published in February, April, June, October, and December, and distributed to

all colleges and universities in the United States, to provide current information about safety-education and accident-prevention activities.

Mr. Albert S. Johnson, 65, comptroller and treasurer of Rutgers University and a member of CUPA, died suddenly on February 21. Mr. Johnson had been comptroller at Rutgers since 1927. Prior to that he was comptroller at the University of Wisconsin and an associate professor of economics and business administration at Emory University. He was well known throughout the country among university business officers.

The Rotary Club of Iowa City, to encourage and foster the idea of service, awarded to Arlyn C. Marks a citation of merit in recognition of his devotion to the object of Rotary exemplified by his service to his Club, the community, his vocation and the advancement of international understanding. The award was presented on March 7, 1957.

Bradley University, according to A. G. Haussler, is making a survey of the job classifications and salary ranges of nonacademic personnel. It is thought that this study will bring about some reclassifications and a general up-grading of the salary schedule for nonacademic personnel, to become effective July 1, 1957.

Donald A. Anderson has been appointed Director of Personnel at Case Institute of Technology.

W. Verne Porter retired as Superintendent of Buildings and Grounds, Phillips Academy, Andover, Massachusetts on December 31, 1956, after having served the Academy for 25 years.

We Will Be Looking For *YOU*

at the

ELEVENTH ANNUAL MEETING

of the

COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

UNIVERSITY OF COLORADO

Boulder, Colorado

AUGUST 4-7, 1957